

blindness, and cerebral-palsy and deafness.

(3) Children with severe disabilities—

(i) May experience severe speech, language, and/or perceptual-cognitive deprivations, and evidence abnormal behaviors such as—

(A) Failure to respond to pronounced social stimuli;

(B) Self-mutilation;

(C) Self-stimulation;

(D) Manifestation of intense and prolonged temper tantrums; and

(E) The absence of rudimentary forms of verbal control; and

(ii) May also have extremely fragile physiological conditions.

(Authority: 20 U.S.C. 1424)

[49 FR 28021, July 9, 1984, as amended at 56 FR 54692, Oct. 22, 1991; 57 FR 28966, June 29, 1992]

§§ 315.5—315.9 [Reserved]

Subpart B—What Kinds of Projects Does the Secretary Assist Under This Program?

§ 315.10 What types of activities are considered for support by the Secretary under this part?

The Secretary may provide financial assistance under this part to support the following activities:

(a) Research to identify and meet the full range of special education, related services and early intervention needs (including transportation to and from school) of children with severe disabilities, described in § 315.11.

(b) The development or demonstration of new, or improvements in existing, methods, approaches, or techniques which would contribute to the adjustment and education of children with severe disabilities, as described in § 315.12.

(c) Training of special and regular education, related services, and early intervention personnel engaged or preparing to engage in programs specifically designed for children with severe disabilities, including training of regular teachers, instructors, and administrators in strategies for serving children with disabilities that include integrated settings for educating children with severe disabilities along with

their nondisabled peers, as described in § 315.13.

(d) Dissemination of materials and information about practices found effective in working with children with severe disabilities, as described in § 315.14.

(Authority: 20 U.S.C. 1424)

(e) Statewide projects in conjunction with the State's plan under part B, to improve the quality of special education and related services for children with severe disabilities, and to change the delivery of those services from segregated to integrated environments.

(f) Development and operation of extended school year demonstration projects for children with severe disabilities.

[49 FR 28021, July 9, 1984, as amended at 52 FR 31958, Aug. 24, 1987; 56 FR 54691, 54692, Oct. 22, 1991]

§ 315.11 What types of research activities are considered for support by the Secretary under this part?

(a) The Secretary may provide financial assistance under this part for the following research activities:

(1) Research to identify and meet the full range of special education, related services and early intervention needs (including transportation to and from school) of children with severe disabilities.

(2) Research to identify and meet the instructional or counseling needs of parents, professionals, and others involved in the provision of services to children with severe disabilities, for the purpose of facilitating the delivery and improving the quality of these services.

(b) Each application for assistance under this part must—

(1) Specifically describe and justify the research activities which the applicant proposes to undertake;

(2) Fully describe how the applicant will develop and validate the effectiveness of procedures for applying the project's research findings to the provision of improved direct services to children with severe disabilities.

(Authority: 20 U.S.C. 1424)

[49 FR 28021, July 9, 1984, as amended at 52 FR 31958, Aug. 24, 1987; 56 FR 54691, 54692, Oct. 22, 1991]